

**Autumn 1 (Cycle A): Time Travel - Vikings**

| Subject                                   | NC link   | Declarative knowledge  | Procedural knowledge   |
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| <b>History or Geog. (A)</b><br>Phase: 3/4 | Pupils should be taught about the Viking struggle for the Kingdom of England.   | <u>Vikings – The invasion of Vikings to England</u> <ul style="list-style-type: none"> <li>• I know some key events from the Viking era.</li> <li>• I know the origins of Vikings and the countries they invaded.</li> <li>• I know how Vikings lived – jobs, houses.</li> </ul>   | <u>Vikings – The invasion of Vikings to England</u> <ul style="list-style-type: none"> <li>• I can create my own timeline of key periods of the Viking era.</li> <li>• I can use artefacts and sources of evidence to find out about how Vikings lived.</li> </ul>   |
| <b>Art or D&amp;T (A)</b><br>Phase: 3/4   | Pupils should be taught to create sketchbooks to record their observations. To improve their mastery of art and design techniques.  | <u>Vikings – Making Viking jewellery</u> <ul style="list-style-type: none"> <li>• I know about Viking designs of jewellery and weaponry.</li> <li>• I know how to use repeated patterns to design a Viking shield.</li> </ul>  | <u>Vikings – Making Viking jewellery</u> <ul style="list-style-type: none"> <li>• I can investigate different textures of materials.</li> <li>• I can combine skills to design, create and evaluate artefacts.</li> </ul>  |
| <b>Science (A)</b><br>Phase: 3/4          | Pupils should be taught how things move on different surfaces and that some forces need contact between two objects. They should be taught to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet | <u>Year 3 – Forces and Magnets</u> <ul style="list-style-type: none"> <li>• I know that magnets can attract and repel.</li> <li>• I know the difference between magnetic and non-magnetic materials.</li> <li>• I know the effect different materials have on an object.</li> </ul>  | <u>Year 3 – Forces and Magnets</u> <ul style="list-style-type: none"> <li>• I can compare and group materials.</li> <li>• I can set up a simple fair test.</li> <li>• I can record my findings in different ways.</li> <li>• I can use scientific vocabulary to ask and answer questions.</li> </ul>   |
| <b>Computing (A)</b><br>Phase: 3/4        | Pupils should be taught to use technology safely, respectfully and responsibly.   | <u>Year 3 - E-safety and basic skills</u> <ul style="list-style-type: none"> <li>• I know how to use technology safely and responsibly.</li> <li>• I know how to recognise unacceptable behaviour and how to report it.</li> <li>• I know how to log in and out correctly.</li> <li>• I know how to save a file and retrieve it.</li> </ul>  | <u>Year 3 - E-Safety and basic skills</u> <ul style="list-style-type: none"> <li>• I can talk about what makes a secure password and why they are important.</li> <li>• I can protect my personal information when I do different things online.</li> <li>• I can use the safety features of websites as well as reporting concerns to an adult.</li> <li>• I can recognise websites and games appropriate for my age.</li> </ul>  |
| <b>Music (A)</b><br>Phase: 3/4            | Pupils should be taught to perform, listen to, review and evaluate music. Pupils should have the opportunity to learn a musical instrument. Pupils should understand and explore how music is created, produced and communicated.                               | <u>Year 3 – Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> <li>• I know how to find the pulse and know how the pulse, rhythm and pitch fit together.</li> <li>• I know the importance of warming up.</li> <li>• I know how to treat my instrument with care.</li> <li>• I know how to work together as part of a group to develop the confidence to sing alone.</li> <li>• I know that a performance can influence how music is presented.</li> <li>• I know that when I improvise you make up your own tune or rhythm.</li> </ul> | <u>Year 3 – Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> <li>• I can identify basic musical styles.</li> <li>• I can begin to use accurate musical language.</li> <li>• I can clap/play a simple rhythm and create my own.</li> <li>• I can follow a leader/conductor.</li> <li>• I can play a classroom instrument as part of a group and perform to other people.</li> <li>• I can discuss other people’s performances.</li> <li>• I can compose with two notes (and my voice) and record the composition.</li> <li>• I can create and perform simple rhythmic patterns.</li> </ul>  |
| <b>Physical Ed. (A)</b><br>Phase: 3/4     | Pupils should be taught to develop competence to excel in a broad range of physical activities. All pupils are physically active for sustained periods of time and lead healthy, active lives.  | <u>Fitness</u> <ul style="list-style-type: none"> <li>• I know how to perform sequences.</li> <li>• I know how to assemble apparatus safely</li> </ul> <u>Ball Skills</u> <ul style="list-style-type: none"> <li>• I know how to control a ball and pass accurately.</li> <li>• I know how to play as a team.</li> </ul>   | <u>Fitness</u> <ul style="list-style-type: none"> <li>• I can use different parts of the body to support weight e.g. hands.</li> <li>• I can move into and from a range of movements and skills with control.</li> <li>• I can take responsibility for the safe moving, construction and use of apparatus.</li> </ul> <u>Ball Skills</u> <ul style="list-style-type: none"> <li>• I can demonstrate control when dribbling with the feet.</li> <li>• I can pass confidently with the inside of the foot.</li> <li>• I can work cooperatively passing and receiving in sequence signalling for the ball.</li> <li>• I understand and demonstrate how to warm up and cool down safely.</li> <li>• I can play modified versions of a range of competitive games.</li> </ul> |

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| <p>Religious Ed. (A)<br/>Phase: 3/4</p> | <p>Explore issues of justice and freedom.<br/>Explore religious rituals that show identity and belonging in different religious traditions.</p> | <p><u>Belief in the community</u></p> <ul style="list-style-type: none"> <li>• I know how to explore religious stories that identify how believers are expected to behave.</li> <li>• I know how to explain the significance and use of symbols and artefacts in rites of passage.</li> </ul>  | <p><u>Belief in the community</u></p> <ul style="list-style-type: none"> <li>• I can consider how they are expected to behave and where these rules come from.</li> <li>• I can compare the symbolism associated with rites of passage in two faiths.</li> </ul>  |
| <p>PSHE (A)<br/>Phase: 3/4</p>          |   | <p><u>Year 3 - Being Me in My World</u></p> <ul style="list-style-type: none"> <li>• I recognise my worth and can identify positive things about myself and my achievements.</li> <li>• I know how to use my Jigsaw journal.</li> <li>• I understand that my actions affect myself and others and I care about other people's feelings.</li> <li>• I understand my action affect others and try to see things from their point of view.</li> <li>• I value myself and know how to make someone else feel welcome and valued.</li> <li>• I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</li> </ul> | <p><u>Year 3 - Being Me in My World</u></p> <ul style="list-style-type: none"> <li>• I can make others fell valued.</li> <li>• I understand that my behaviour brings rewards/consequences.</li> <li>• I can work cooperatively in a group.</li> <li>• I am choosing to follow the Learning Charter.</li> <li>• I can set personal goals.</li> <li>• I can face new challenges positively, make responsible and ask for help when I need it.</li> <li>• I understand why rules are needed and how they relate to rights and responsibilities.</li> <li>• I can make responsible choices and take action.</li> </ul>  |
| <p>Spanish (MFL) (A)<br/>Phase: 3/4</p> | <p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p>                    | <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• I know about Spanish greetings and culture.</li> <li>• I know Spanish is spoken in Spain and elsewhere.</li> <li>• I know some simple classroom instructions.</li> <li>• I know numbers from 1-10.</li> </ul>  | <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• I can listen attentively and understand everyday words.</li> <li>• I can recognise conventions of politeness.</li> <li>• I can locate country/countries where the language is spoken.</li> <li>• I can identify social conventions in other cultures.</li> <li>• I can practise new language with a friend.</li> <li>• I can recognise conventions of politeness.</li> <li>• I can identify social conventions in other cultures.</li> <li>• I can understand everyday instructions and everyday classroom language.</li> <li>• I can experiment with the writing of simple words.</li> </ul> |